

1968

A Curriculum Analysis of the Men's Physical Education Department at Eastern Illinois University

Verlon D. Myers

Eastern Illinois University

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A CURRICULUM ANALYSIS OF THE MEN'S PHYSICAL EDUCATION

DEPARTMENT AT EASTERN ILLINOIS UNIVERSITY
(TITLE)

BY

Verlon D. Myers

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1968
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

8/8/68
DATE

8/8/68
DATE

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to his advisor, Dr. Robert A. Carey and to Dr. William H. Groves and Dr. Maynard O'Brien for their constructive criticism and guidance in the preparation of this paper.

The writer is also indebted to Dr. Robert W. Hussey, Dr. Thomas H. Moffatt, Dr. Walter S. Lovell, Dr. Jack J. Richardson, Dr. Roland D. Spaniol, and Miss Judith Hopkins for their help in the preparation and evaluation of the test contained within this paper.

It was Dr. Groves' intention to conduct a study of the nature of this paper, wherein written test results would be compared with each responding university's curriculum as was required of its majors. Upon learning of the writer's interest in this area, Dr. Groves suggested the present study. It was thought that to conduct the study as originally conceived would more approximate a Doctoral study than a Master's study. The writer gratefully accepted this suggestion and conducted the study in all of its detail except providing the test questions and contacting the universities. From the computerized data obtained, it was Dr. Groves' stated aim to carry on the larger scope of the study.

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CHAPTER I

INTRODUCTION

Preliminary Statement

It is the conviction of this writer that the physical education curriculum at Eastern Illinois University, Charleston, Illinois has an adequate program of instruction. However, some areas of weakness may exist. These areas should be sought out and corrected.

Well trained teachers in physical education and related fields of athletics are becoming more important each year. Teachers, who are adequately prepared professionally, become examples of excellent products produced by an outstanding university.

It is believed that future teachers of physical education and future coaches of athletics should be required to take a test, similar to the one contained within this paper, prior to graduation. This would not serve as a pass or fail requirement for prospective graduates, but as a means for this University to continually update their curriculum through the evaluation of such a test.

The writer presents a test which will aid in the evaluation of six separate areas: Team Sports, Individual Sports, Rhythms, Body Mechanics and Basic Exercises, Organization and Administration, and Health Education. It is hoped that the study may influence administrators of this University to include such a required test for it's seniors prior to their graduation so that a continual evaluation program may be carried on.

Purpose of Study

The purpose of this study is to determine the knowledge retained by senior physical education majors after four years of undergraduate work. The questions contained in the test include the six previously mentioned areas which the State of Illinois considers basic knowledge for a qualified physical education teacher. This is expressed by means of using general objectives and does not elaborate on specific areas.¹ However, the Office of the Superintendent of Public Instruction publishes a pamphlet which breaks the instructional requirements in physical education for state recognition into six specific areas. These areas are the same as the areas used in this test. A total of twenty semester hours in the field which covers these specific areas is required of a physical education major in the State of Illinois.² This pamphlet is compiled by a group of physical education supervisors, who serve as consultants to the Superintendent of Public Instruction and are considered to be experts in their field.

Need for Study

It is hoped that the results of this study will help to improve or show a need for improvement in certain areas of the curriculum. It is this writer's conviction that the test used in this study represents a body of knowledge which all graduating senior physical education majors should know. The writer hopes that this study will serve as a guide line of evaluation for present and future curriculums and to help in the constant updating of curriculums.

¹The School Code of Illinois. (H. R. Hutson, 1967), pp. 258-261.

²The Illinois Program of Evaluation, Supervision, and Recognition of Schools, Circular Series G, No. 166, Ray Page Superintendent, p. 39.

Delimitations

The participants used for this study were limited to seniors who were registered during the spring quarter of the 1968 school year. The test was given to those seniors who qualified according to the 1968 official spring roster at Eastern Illinois University and six other universities within Illinois and Indiana.

Thirty-one seniors from Eastern took the test. The number of seniors who took the test at the six other universities are listed below.

University Number One	29 Participants
University Number Two	70 Participants
University Number Three	33 Participants
University Number Four	65 Participants
University Number Five	76 Participants
University Number Six	31 Participants

A limit of time did not allow the test to be evaluated by nationally prominent experts. This was brought about by prior testing dates which had been agreed upon by the other six participating universities.

Definitions

1. Team Sports - Those activities which require an organized team effort and usually consist of one team against another for the purpose of competition. Some examples of these are football, basketball, baseball, softball, speedball, volleyball, lacrosse, etc.
2. Individual Sports - Those activities in which one participant may compete against another. However, the participant's scores may be totaled with scores of other members of his school for a team total. Examples of

these activities might be track and field, golf, swimming, gymnastics, tennis, badminton, fencing, archery, bowling, etc.

3. **Rhythm** - Those activities which involve rhythmic body movement, which is set to a tempo or musical composition. Examples of this would be square dancing, social dancing, etc.

4. **Body Mechanics and Basic Exercises** - Those categories which pertain to problems of posture and health matters of kinesiological efficiency and aesthetic form and performance.¹

5. **Organization and Administration** - Those course areas which deal with principles and objectives, curriculum development, unit planning, class procedures, utilization of time, philosophy, and methods.

6. **Health Education** - Those course areas which pertain to communicable disease, health misconceptions, and general health knowledge.

7. **Foot Oriented** - Those activities which primarily require dexterity in the use of the feet when participating in a given activity. Some examples are football (in terms of kicking), soccer, speedball, etc.

8. **Hand Oriented** - Those activities which primarily require dexterity in the use of the hands when participating in a given activity. Examples of these are volleyball, basketball, handball, etc.

9. **Hand-Leg Oriented** - Those activities which primarily require dexterity in the use of the hands and legs, which are equally important when

¹Howard S. Slusher and Aileen S. Lockhart, Anthology of Contemporary Readings, (Dubuque, Iowa: William C. Brown Company, 1966), p. 164.

participating in a given activity. Examples of these activities would be wrestling, swimming, etc.

10. Implement Oriented - Those activities which require the uniting of all body areas for successful accomplishment in which movement or skills revolve around the use of a specific implement. Examples are softball, baseball, lacrosse, badminton, tennis, archery, etc. Implement: A bat, golf club, a racket for tennis, a bow, etc.

11. The Granger Physical Education General Knowledge Test will be referred to as, "the test" in the body of the study.

CHAPTER II

REVIEW OF LITERATURE

In the search for related material, the writer researched the library at Eastern Illinois University, Charleston, Illinois and the library at the University of Illinois, Champaign, Illinois. Material which related directly to this study could not be found. However, some material was located concerning curriculum studies that are worth mentioning. The writer also located material which suggested what is expected in a good curriculum and what is being done in this area.

In a report from the Committee on Curriculum Research for Health, Physical Education and Recreation, the following was pertinent to this study:

Over a period of years, the committee researched college curriculums throughout the nation to see if a prescribed curriculum in physical education could be devised and recommended to the physical education profession as a guide line for curriculum development in future years. In 1936 the eighth report of this committee proposed such a curriculum. The areas of study mentioned by the committee were Aquatics, Individual Sports, Gymnastics, Combative Activities, and Rhythmic.¹

The above recommendations by the committee covers some of the areas which were tested in this study.

¹Research Quarterly, Eighth Annual Report of the Committee on Curriculum Research, October, 1936, p. 99.

The writer also found a publication by Lloyd Mason Freeman which deals with curriculum studies. The purpose of this study was to evaluate the physical education curriculum by obtaining the opinions of recent graduates on the value of each course in their teaching experience. The quality of instruction and the time devoted to each course was of prime importance. The participants were graduates from the 1958 through 1963 school years. There was seventy-six useable questions returned.¹ This study shows what is being done in the curriculum area of physical education. This is just one of the many means of evaluation being used.

Some characteristics of a good physical education program may be found in a book written by Charles C. Cowell and Helen W. Hazelton. The particular area in the book dealing with the physical education curriculum consists of all the situations which are consciously selected and organized for the purpose of developing the personality of its pupils. New insights, sense of values, skills or abilities are considered. Its function is to stimulate experiences which will result in desirable growth and development of appropriate physical, social and psychological outcomes.²

¹Lloyd Mason Freeman, "The Effectiveness of Brigham Young University's Undergraduate Physical Education Program as Evaluated by Graduates" (Published Master's thesis) Completed Research in Health, Physical Education, and Recreation, Number 30, 1965, p. 39.

²Charles C. Cowell and Helen W. Hazelton, Curriculum Design in Physical Education, (New York: Prentice-Hall, Inc., 1955), p. 50.

The following is a recommended program for college men, which includes areas of instruction and specific activities within those areas.¹

Team Sports

Basketball
Softball
Volleyball
Soccer
Baseball
Torch Football
Ice Hockey
Rugby
Flickerball

Aquatics

Swimming - Beginning
Swimming - Intermediate
Swimming - Advanced
Diving
Life Saving
Water Polo

Rhythmics

Folk Dancing
Square Dancing
Ballroom Dancing
Modern Dancing
Clog and Tap Dancing

Individual Gymnastics

Individual Sports

Archery
Boating and Canoeing
Tennis and Badminton
Golf
Handball
Squash and Racquets
Fly Casting
Bowling
Table Tennis
Hiking and Camping Activities
Horseshoes and Croquet
Skiing
Ice Skating

Combative Activities

Wrestling
Fencing
Judo

Gymnastics

Tumbling
Apparatus
Trampolining
Weight Training

There are some areas tested which are not mentioned in the related literature material. However, in checking the participating universities curriculums, it was noticed that Body Mechanics and Basic Exercise, Organization and Administration, and Health Education was included in their curriculums. This in itself is an indication of the importance of these three areas.

¹Edward F. Voltaer and Arthur A. Baslinger, The Organization and Administration of Physical Education, (New York: Appleton-Century-Crofts, 1967), p. 153.

CHAPTER III

METHODOLOGY

Test Construction

The test used in this study was an abbreviated version of the 250 objective question battery written by Dr. William H. Groves in 1966. The original test was given to evaluate the knowledge of "job seeking" physical education majors and an item analysis was performed on each question.

Since the test had to be administered to students within a fifty minute time limit, the original 250 questions were reduced to 150 questions. To eliminate poor items, questions were deleted that revealed a negative or positive index of discrimination¹ and whose index of difficulty² was less than thirty or more than eighty percent.

Applying these two criteria, index of discrimination and index of difficulty, an attempt was made at insuring the validity of the test as a whole.

The final questions were further validated by professors at Eastern who were considered to possess a considerable amount of knowledge in the six test areas. Dr. Robert H. Hanesy evaluated the Teen Sports and

¹Edward J. Parry, Constructing Evaluation Instruments (New York, London, and Toronto: Longman, Green Company, 1968), pp. 309-318.

²Ibid.

Individual Sports sections. Miss Judith Hopkins evaluated the Rhythmic section. Dr. Thomas K. Goodall evaluated the Body Mechanics and Basic Exercise section. Dr. Walter S. Lovell evaluated the Organization and Administration section. Dr. Jack J. Richardson evaluated the Health section. The evaluators were asked to consider the weight of each question and whether the question should be knowledge retained by graduating seniors.

A pilot study concerned with the length of time necessary to administer the test was conducted. The test was given to four men who were teaching in the field of physical education and to two graduate assistants. After each test had been administered, the writer questioned the examinees about the clarity of the questions. The test was then set up on a computer program for the purpose of scoring by Dr. Roland B. Spaniol. Materials for the test consisted of a question booklet, one electrographic pencil and three IBM 360 computer answer cards per participant. Then the test was multilithed in final form by Eastern Illinois University. After assembling the tests were mailed to the participating universities.

Test Administration

There was a total of 335 participants which took the final test. This included 31 from Eastern and the remaining 304 participants were from the other six universities which were involved in the study.

The tests were proctored by the writer and Dr. William R. Groves at Eastern and by professors within the physical education departments from the other universities.

Test Result Tabulations

The results of the final tests were processed by the IBM 360 computer at Eastern Illinois University. Upon completion of processing

the tests, an analysis for each question was conducted. Further tabulation was undertaken to breakdown the test into the six main areas. These six test areas were then split into twenty specific areas in order to get a better evaluation of Eastern's curriculum. This was done only for Eastern Illinois University.

Explanation of Tables

The tables which were compiled and used as a means of evaluation can be found in the appendix. Table Number I is a graph illustrating the percentage of correct answers given by each participating university in order of the mean score. In Table Number II the tested universities were ranked according to the correct answer response for each one of the six test areas. A question analysis by course, activities and specific areas for Eastern may be found in Table Number III. Table Number IV contains a combined question analysis of the answers given by seven universities to the 150 question test.

Explanation of Analysis of Test Results

By analyzing the test results, determinations were drawn concerning the strengths and weaknesses of Eastern's physical education curriculum. The general knowledge in physical education possessed by Eastern majors was also assessed. Eastern's results of the test were then compared with the results from the other universities by use of the information gathered from the six test areas. No attempt to compare Eastern's curriculum with the other universities will be made.

CHAPTER IV

ANALYSIS OF TEST RESULTS

It should be understood that criteria in some of the specific tested activities and courses were not broad enough. Therefore, the activities and courses which fall into this situation may not be irrefutable when compared to the attention given to unaffected activities such as; soccer, speedball, lacrosse, and softball. No discrimination was intended or directed towards any of the affected activities or courses. This was the result of reducing the original 250 question test to 150 questions.

An explanation of the rating system and the terminology used (such as, above average, average and below average) will be needed in order to simplify this section for the reader.

A rating system of seven places was set up. In doing this first place went to the school answering the highest percentage of questions correctly. Seventh place was given to the school with the lowest percentage in correct answer response. The schools in between were given second, third, fourth, fifth, or sixth place, according to the percentage achieved. (See Appendix, Page 24)

In determining what was above average, average, or below average, the over-all mean for all participating universities was used as the average. The over-all mean score was fifty-five. Above average was those percentages which were either fifty-six percent or above. Average was fifty-five percent. Below average was those percentages under fifty-five percent. (See Appendix, Page 23)

The Eastern Illinois University catalogue was used in order to determine course requirements for a physical education major.¹ As a result of the information available from the test, the following analysis was made:

Team Sports

Eastern was average in this area and ranked third when compared with the other six universities. In the specific area of Foot Oriented activities, (See Appendix, Page 25), the correct answer response was average. The questions under implement oriented activities were below average. However, in the Hand Oriented area Eastern was above average.

As a possible explanation for the above average showing, the fact that Eastern Illinois University rated above average in the Hand Oriented activities involving the sports of volleyball and basketball might well rest on the manner in which these sports are presented in the curriculum. Eastern's curriculum for majors requires that they take two credit hours of inservice teaching in team sports or show proficiency in that sport.² Records indicate that both of these activities are popular with the physical education major.

A possible explanation for the below average showing in Implement Oriented activities is the present curriculum only offers seven quarter hours of instruction in these specific areas. There was one activity (lacrosse) in this specific area which had no hours offered.

¹Eastern Illinois Bulletin, No. 269, July, 1967, pp. 96 & 110.

²Ibid. pp. 271-276.

Individual Sports

In this area Eastern ranked number one. An above average showing was made in all three of the specific areas, Implement Oriented, Hand Oriented, and Hand-Leg Oriented.

In reviewing the present curriculum, the writer observed that forty-nine quarter hours are offered in the activities placed under Individual Sports in the test.¹ There are far more hours offered in Individual Sports than there are in Team Sports. This is a possible explanation for the above average showing on this part of the test.

Rhythm

Eastern tied for sixth place in this area. A below average showing was made in the specific areas of Square Dancing and Folk Dancing. In Social Dancing Eastern was above average.

The present curriculum shows that only one hour is offered in Folk and Square Dancing and one hour in Social Dancing.² Even though the courses are offered in the men's physical education curriculum, interviews conducted by the writer with the dance instructors revealed that a very small percentage of the male majors, if any, took advantage of these courses. The writer feels this is sufficient information to explain why Eastern had such a poor average in the Square and Folk Dancing questions.

However, Social Dancing is equal in hours offered, but revealed an above average correct answer response. The Social Dancing classes have

¹Ibid. pp. 271-276.

²Ibid.

no more male majors than do the Folk and Square Dancing classes. A certain amount of Social Dance knowledge is acquired without having a formal class in this activity.

Body Mechanics and Basic Exercise

A fourth place finish was awarded to Eastern in this area. In Kinesiology and in Physiology and Physical Exercise, Eastern was above average. However, in the Atypical and Physically Handicapped area, a below average showing was made. This was Eastern's weakest specific area in the test.

Eastern's present physical education curriculum requires twelve quarter hours in Kinesiology, Physiology and Physical Exercise, and Anatomy with equal hours given to each course. There is also four quarter hours offered in Care and Prevention of Athletic Injuries.¹ Therefore, the two specific areas with the above average showing indicates that sufficient time is used for retention of knowledge. However, no quarter hours are offered in the Atypical and Physically Handicapped area. The writer feels no further explanation is needed to explain the reason for a below average showing in this area. It is very difficult to retain knowledge which is not offered.

Organization and Administration

In this area Eastern finished in first place. In Aims and Objectives, Philosophy and Principles, and Methods, Eastern was above average; but was below average in Class Activities and Administration and Program Planning.

¹ 1914. pp. 96 & 274.

In reviewing the present curriculum it was noticed that twenty quarter hours are offered in the above specific areas.¹ However, most of the emphasis seems to be oriented towards the specific areas which were above average, a total of sixteen quarter hours. Only four quarter hours deals with Class Activities and Administration, and Program Planning. The below average showing in these two areas indicates that the student is not retaining the desired knowledge from a four hour course which covers these two areas. There is a definite indication that more attention needs to be given to these areas.

Health Education

As a result of the correct answer response to questions pertaining to this area, Eastern finished in third place. A below average response was illustrated in the specific areas dealing with Communicable Disease and Health Misconceptions. In the specific area of Health Knowledge, Eastern was above average.

The curriculum shows that only eight quarter hours are required in Health Education.² The low ranking by Eastern majors seems to indicate that eight hours may not be sufficient in this area. However, the knowledge retained in Health Knowledge indicated a strong possibility of a carry-over from everyday hygienic living.

Summary of Analysis

The range on this test of correct responses to the questions from Eastern participants, ran from a low of three percent in response to

¹Ibid. pp. 271-276.

²Ibid. pp. 26 & 268.

question number three to a high of 100 percent in response to questions number 109, 115, 125, and 132. (Appendix Page 25)

Question number three, which is concerned with speedball, was answered correctly by one subject. Question 109, is concerned with time allotment to drill practices in relationship to learning, was answered correctly by thirty-one subjects. Question 115, dealt with the value of written test in activities courses and was answered correctly by thirty-one subjects. Question 125, refers to the life expectancy of nonsmokers compared to smokers, was answered correctly by thirty-one subjects. Question 132, is concerned with artificial stimulation as a substitute in place of rest was answered correctly by thirty-one subjects. The remaining scores were evenly distributed between the low and high scores. (Appendix, Page 25)

In comparing Eastern to the other six universities by the previously mentioned rating system, Eastern finished third. (Appendix, Page 24) Eastern had a mean score of fifty-six and the overall mean score for all participating universities was fifty-five.

There was a definite indication of weakness in Implement Oriented activities under Team Sports. Weaknesses were also revealed in Rhythms, under Square Dancing and Folk Dancing. In the Body Mechanics and Basic Exercise section, the area dealing with Atypical and Physically Handicapped was very weak. The Organisation and Administration section showed that the Class Activities and Administration and the Program Planning areas were weak and in need of more attention. It was also indicated that weaknesses in the areas of Communicable Disease and Health Misconceptions were present.

Eastern was strong in all specific areas under Individual Sports. This seems to reveal that the present curriculum is oriented towards Individual Sports as indicated in the Analysis of Test Results.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The study was undertaken in an effort to illustrate the knowledge or lack of knowledge retained after four years of schooling at Eastern in the Men's Physical Education Department. Its main purpose was to explore Eastern's curriculum for possible weaknesses. A preliminary written test, consisting of 250 questions was compiled for this purpose. This test was then given to six men in the field of physical education in order to evaluate the time limit and clarity of the questions. An index of discrimination and an index of difficulty for each question was conducted and a final test of 150 questions was constructed. This test was further evaluated by six professors on Eastern's teaching staff. The test was then set up for grading and evaluation by the IBM 360 computer at Eastern Illinois University. The final test was then given to thirty-one senior men physical education majors from Eastern and seniors with the same qualifications from six other universities. The final test was then processed by the IBM 360 computer.

The results of the tests were broken down into six sections of knowledge, which this writer feels a physical education major should be proficient in prior to teaching.

Eastern's over-all mean score was fifty-six. The over-all mean score for all participating universities was fifty-five.

Conclusions

The results of this study indicates that Eastern Illinois University's curriculum compared favorably with the other institutions which took part in the test. However, the curriculum showed specific areas of weakness in Team Sports, Rhythms, Basic Mechanics and Basic Exercise, Organization and Administration, and Health Education. This indicated a more detailed investigation into the hours offered in the specific areas where weaknesses were revealed is needed.

Recommendations

1. The administrators of Eastern's physical education curriculum should if possible install courses or revise present courses in order to eliminate the weakness in the Team Sports area.
2. The administrators of Eastern's physical education curriculum should look into the possibility of installing required courses in rhythms rather than following the present policy of offering these courses as electives.
3. The administrators of Eastern's physical education curriculum should look into the possibility of installing required courses concerning the atypical and physically handicapped.
4. The administrators of Eastern's physical education curriculum should re-evaluate the criteria offered in Organization and Administration courses and make the necessary changes to eliminate any weak areas.
5. The administrators of Eastern's physical education curriculum should require more courses in the area of Health Education.
6. Each senior should be required to take this test prior to graduation to aid in further study of the curriculum. Results from further testing would help in verifying the information received in this study.

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6 7 8 9 10 11 12

三三三

WITNESS THE MIRACLES OF THE HOLY SPIRIT

[illegible]

1062365456789101112131415161718192021222324252627282930313233343536373839404142434445464748495051525354555657585960616263646566676869707172737475767778798081828384858687888990919293949596979899100

All the positions were added together and divided by the number for the value wanted.

Example: The sum of 100 and 100 is 200. Divide by 2 = 100.

TABLE THREE

QUESTION ANALYSIS BY COURSE, ACTIVITIES AND SPECIFIC
AREAS FOR EASTERN ILLINOIS UNIVERSITY

Team Sports					*Test Answer
Falls					
Question Number	A	B	C	Omissions	Percent Correct
3	30	1*			3
4	22*	9			70
9	10*	21			32
12	26	5*			16
17	1	30*			97
21	24*	6			77
22	0	23*	7	1	74
25	1	27*	3		82
Total	105	142*			58
Foot Oriented					
10	22*	9			71
13	19*	12			61
15	13*	18			42
16	2	27*	2		87
19	4	25*	2		81
20	5*	2	24		16
23	6*	5	20		19
24	9*	15	7		29
Total	122	126*			51
Implement Oriented					
1	13*	18			42
2	29*	2			94
5	2	29*			94
6	19*	12			61
7	18	13*			42
8	11*	20			35
11	19*	12			61
14	21*	10			68
18	9	21*			68
Total	104	175*			63
Hand Oriented					
Totals	331	443*			57

Individual Sports

*Best Answer

Question Number	Foils				Percent Correct
	A	B	C	Omissions	
27	27*	4			87
28	10	21*			68
31	20*	11			65
35	30*	1			97
36	18	12*		1	39
41	20*	4	7		65
43	17*	5	9		55
48	21*	2	8		68
49	7	6	18*		58
Total	93	186*			67
Implement Oriented					
26	28*	3			90
29	16*	15			52
33	26*	5			84
Total	23	70*			72
Nad Oriented					
30	14*	17			45
32	15*	16			48
34	6*	23			19
37	22*	9			71
38	14	17*			55
39	26*	5			84
40	27*	4			87
42	3	12*	16		39
44	7	22*	2		71
45	2	25*	4		81
46	15*	13	3		48
47	2	27*	2		87
50	10	17*	4		13
Total	158	245*			61
Hand-Leg Oriented					
Totals	274	501*			65

Rhythms

*Best Answer

Question Number	Falls			Omissions	Percent Correct
	A	B	C		
52	22*	9			71
55	13*	18			42
60	21*	9		1	68
61	15*	16			48
64	11*	20			35
65	18	13*			42
67	20*	11			65
72	17*	14			55
74	22*	9			71
75	26	4*		1	13
Total	152	158*			51

Square Dance

51	25*	6			81
53	24*	6		1	77
54	15	16*			52
56	8	23*			74
57	23	8*			26
58	18	13*			42
59	24	7*			23
62	11*	20			35
68	26*	5			84
69	9	22*			71
71	19*	12			61
73	20*	11			65
Total	158	214*			58

Social Dance

63	19	12*			39
66	21	10*			32
70	24*	7			77
Total	47	46*			50

Folk Dance

Totals	357	418*			54
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Body Mechanics and Basic Exercise***Best Answer**

Question Number	Foils				Percent Correct
	A	B	C	Omissions	
83	26*	5			84
87	6	25*			81
89	7	24*			77
94	4	24*	3		77
96	3	20	7*	1	23
99	8	16*	15		52
100	14*	9	8		45
Total	81	136*			63

Kinesiology

78	19	12*			39
82	23*	8			74
84	8	23*			74
85	23	8*			26
86	27*	3	1		87
Total	62	93*			60

Physiology & Physical Exercise

76	9	22*			71
77	11*	20			35
79	20	11*			36
80	23	8*			26
81	10	21*			68
88	13*	18			42
90	12	18*		1	58
91	6	16*	9		52
92	13*	1	17		42
93	2*	29			6
95	17	3	11*		35
97	10	6*	15		19
98	5*	22	4		16
Totals	248	157*			39

Atypical & Physically Handicapped

Totals	391	386*			50
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Organization and Administration

*Best Answer

Question Number	Folios			Omissions	Percent Correct
	A	B	C		
107	29*	2			94
111	24*	7			77
112	3	28*			90
117	3	21*	7		68
120	5	8*	18		26
Total	43	110*			71
<u>Aims & Objectives</u>					
101	23	8*			26
102	24	7*			23
103	12	19*			61
104	23	8*			26
119	1	22*	8		71
Total	91	64*			42
<u>Activities & Administration</u>					
108	11*	20			33
110	2	29*			94
114	14*	17			43
119	0	31*			100
125	6	18*	7		13
Total	52	103*			66
<u>Philosophy & Principles</u>					
116	14	19*	7		33
122	3	24*	4		77
123	13*	7	11		62
124	2	16*	13		52
Total	61	63*			51
<u>Program Planning</u>					
105	28*	3			98
106	18*	13			58
109	0	31*			100
113	30*	1			77
118	2	3	26*		84
121	12*	12	2		39
Total	61	145*			78
<u>Methods</u>					
Totals	300	485*			63

Health Education

*Best Answer

Question Number	Fails				Percent Correct
	A	B	C	Omissions	
126	16	15*			48
143	6	15*	18		48
144	11	15*	5		48
145	12	18*	1		50
148	8	5	18*		50
Total	74	81*			52

Communicable Disease

127	22	9*			29
131	23	8*			26
134	10*	21			32
135	18	13*			42
136	29	2*			6
137	18	13*			42
138	18	13*			42
139	1	10*			97
Total	150	98*			40

Health Misconceptions

128	0	31*			100
129	24	7*			23
130	11*	28			35
132	0	31*			100
133	18*	17			38
140	11*	19	1		35
141	2	0	29*		94
142	26*	1	4		84
146	27*	0	4		87
147	5	18*	8		58
149	18*	13	8		32
150	7	12*	11	1	39
Total	141	231*			62

Health Knowledge

Totals	365	410*			53
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TABLE FOUR

QUESTION ANALYSIS OF THE ANSWERS GIVEN BY
SEVEN UNIVERSITIES TO THE ONE HUNDRED
AND FIFTY QUESTION TEST

Question Number	Falls				*Best Answer
	A	B	C	Omissions	Percent Correct
1	181*	19*			5*
2	264*	69			79
3	266	67*			21
4	207*	125			61
5	36	299*			89
6	159*	176			49
7	183	151*		1	45
8	151*	184			45
9	132*	203			39
10	196*	139			39
11	155*	180			46
12	194	141*			42
13	222*	113			66
14	245*	90			73
15	185*	150			55
16	22	283*	30		84
17	9	124*	2		97
18	143	127*	33	2	38
19	43	231*	10	1	54
20	76*	28	230	1	25
21	238*	116	11	2	61
22	6	261*	66	2	78
23	44*	60	230	1	13
24	63*	210	58	4	19
25	11	295*	21	5	68

*Best Answer

Question Number	Foils			Omissions	Percent Correct
	A	B	C		
26	291°	43		1	87
27	270°	64		1	81
28	181	152°		2	45
29	97°	238			29
30	73°	263	1	1	21
31	136°	178		1	47
32	165°	169		1	49
33	230°	34		1	75
34	82°	232		1	24
35	289°	45		1	86
36	288	123°		2	37
37	234°	100		1	70
38	149	185°		1	55
39	277°	56		2	83
40	287°	45		3	86
41	96°	115	122	2	29
42	37	169°	128	1	50
43	165°	61	108	1	49
44	86	199°	54		50
45	20	290°	24	1	87
46	183°	100	49	3	55
47	17	281°	35	2	84
48	192°	71	72		57
49	98	79	155°	3	46
50	96	174°	65		52

*Best Answer

Question Number	Falls			Omissions	Percent Correct
	A	B	C		
51	303*	32			90
52	259*	75		1	77
53	275*	59		1	82
54	187	143*			44
55	153*	182			46
56	99	236*			70
57	186	149*			44
58	152	183*			55
59	242	93*			28
60	215*	118		1	64
61	110*	225			33
62	169*	165		1	58
63	236	59*			30
64	109*	225		1	33
65	152	173*			52
66	204	129*		2	39
67	217*	116		2	65
68	277*	56		2	83
69	57	268*			74
70	264*	70		1	79
71	216*	119			64
72	180*	154		1	54
73	221*	113		1	66
74	234*	96		5	70
75	253	77*		5	23

*Best Answer

Question Number	Totals				Percent Correct
	A	B	C	Omissions	
76	195	200*			60
77	170*	169			51
78	198	196*		1	41
79	209	196*			38
80	183	192*			45
81	119	216*			64
82	252*	82		1	75
83	236*	99			70
84	57	246*	1	1	73
85	213	121*		1	36
86	291*	43	1		87
87	71	263*		1	79
88	182*	152			94
89	77	258*			77
90	123	228*		2	62
91	74	165*	96		49
92	184*	36	115		55
93	90*	244	1		27
94	28	240*	67		72
95	139	50	96*		39
96	40	177	217*	1	35
97	90	85*	160		25
98	52*	244	59		16
99	58	94*	180	3	28
100	190*	94	110	1	39

*Best Answer

Question Number	Fails			Omissions	Percent Correct
	A	B	C		
101	261	75°		2	22
102	259	75°		1	22
103	143	191°		1	97
104	218	116°		1	35
105	307°	27		1	92
106	143°	191		1	43
107	306°	28		1	91
108	105°	238		2	31
109	14	119°		2	95
110	43	209°		2	87
111	207°	124		2	62
112	25	308°		2	92
113	296°	37		2	33
114	174°	159		2	52
115	11	322°		2	76
116	170	85°	77	3	25
117	72	203°	96	4	61
118	72	181°		3	54
119	195°	104		4	58
120	83	77°	145	3	34
121	157°	172	6	2	46
122	122	253°	88	3	77
123	192°	54	105	4	51
124	38	168°	126	3	50
125	73	157°	102	3	47

Best Answer

Question Number	Fails			Omissions	Percent Correct
	A	B	C		
126	231	101*		3	30
127	233	73*		3	30
128	23	108*	1	3	22
129	248	74*		3	22
130	162*	170		3	48
131	254	78*		3	23
132	9	323*		3	26
133	136*	145		4	36
134	119*	242		3	33
135	178	174*		3	40
136	233	37*		3	21
137	263	128*		4	38
138	278	107*		4	31
139	37	293*		5	37
140	118*	212	1	4	35
141	11	7	313	4	73
142	277*	3	49	4	33
143	47	215*	68	5	64
144	78	139*	63	5	56
145	121	191*	17	6	57
146	270*	4	36	5	37
147	39	219*	72	5	63
148	82	17	212*	4	69
149	91*	150	88	6	27
150	59	123*	148	5	37

I. TEAM SPORTS

PART I. TRUE - FALSE

Directions: Some of the following statements are true and some false. Use your best judgement concerning each and mark an A for true and B for false on the answer sheet. Mark clearly within marking space.

- ___ 1. In basketball a dribble may take place in the air as well as on the floor.
- ___ 2. In a volleyball match the lineup may be changed for each game.
- ___ 3. While the game of speedball was originally designed for women, it may be played by high school boys.
- ___ 4. In eleven man tackle football no more than seven players may be on the offensive line.
- ___ 5. It is a violation in volleyball for a player to execute a block during the play.
- ___ 6. If new backboards are being installed for play in a high school, they must be fan-shaped and not rectangular.
- ___ 7. In basketball the referee's decision takes precedence over the umpire's in calling a foul.
- ___ 8. An air dribble is permitted in basketball.
- ___ 9. In eleven man tackle football as many as eight players may legally be placed on the offensive line of scrimmage.
- ___ 10. In baseball there is one instance, at least, where a base runner could rise touching a base and not be declared out by the base umpire.
- ___ 11. In volleyball the reference to the term "blocking" includes a player raising a hand or hands above the head even though neither goes above the net.
- ___ 12. According to accepted practice, a sprained ankle should immediately be placed here in a bucket of ice.
- ___ 13. A good curve ball in baseball will travel at a much slower velocity than a good fast ball.
- ___ 14. If the score in basketball is tied at the end of the second half, extra period play is carried on without a change of baskets by the teams.
- ___ 15. Ten players in lacrosse constitute a starting team.

PART II. MULTIPLE CHOICE

Directions: Mark your answer on the answer sheet in the corresponding space. Mark clearly within the marking space. There is one correct answer for each statement.

16. If a baseball batter swings horizontally to the ground and hits an overhand fastball on top of the bat, he is more likely to:
- A. hit a line drive
 - B. foul tip the ball backwards
 - C. hit a ground ball
17. In a balanced T-formation offense, ineligible pass receivers are:
- A. end
 - B. tackle
 - C. halfback
18. In volleyball, if a service hits the top of the net but lands in the playing area, it is called:
- A. a let and served over
 - B. side out
 - C. play continues
19. The distance between softball bases is:
- A. 50 feet
 - B. 60 feet
 - C. 90 feet
20. If a hitter in baseball wanted to increase the distance of a hit ball and no illegality was involved, he might:
- A. put lead in the hitting end of the bat
 - B. use a shorter bat
 - C. lessen the weight of the bat for greater swing speed
21. In tackle football a touchback is scored:
- A. zero points
 - B. two points
 - C. three points
22. The term "trapping" is a skill most aptly applied to the sport of:
- A. volleyball
 - B. soccer
 - C. lacrosse

23. The follow-through in a baseball hitter's swing, described as that part of the movement following contact between the bat and the ball, is important because:
- A. it allows for an efficient slowing down on the movement
 - B. it helps to provide greater accuracy to the flight of the ball
 - C. it provides greater force in propelling the ball
24. In Baseball, in order to hit an overhand fastball for a line drive, the hitter should swing:
- A. slightly upward
 - B. level with ground
 - C. slightly downward
25. The injury commonly called a "Charlie Horse" is actually an injury technically known as:
- A. sprain
 - B. strain
 - C. bursitis

II. INDIVIDUAL TEAM SPORTS

PART I. TRUE - FALSE

Directions: Some of the following statements are true and some false. Use your best judgement concerning each and mark an A for true and B for false on the answer sheet. Mark clearly within marking space.

- ___ 26. In four-wall handball, many kill and corner shots first strike the side wall, or on striking the front wall then strike the side wall.
- ___ 27. In badminton only one player of the side beginning a game shall be entitled to serve on its first innings.
- ___ 28. The puck used in badminton should weigh no more than two ounces.
- ___ 29. A good single-wall player in handball can become a good four-wall player much faster than a good four-wall player can master the single-wall game.
- ___ 30. In attempting to reach distance in the running broadjump, one should let the heel touch the board at takeoff.
- ___ 31. For a forceful forehand drive in tennis, one should circle the racquet during the swing.

- 32. A hand-to-hand back somersault may be performed on the parallel bars.
- 33. In four-wall handball a game may be played by two, three "cut-throat", or four persons.
- 34. Under I.A.M.F. rules, both Greco-Roman and free style wrestling bouts are ten minutes in duration.
- 35. In tennis, a "let" ball is served again if it lands in the proper court.
- 36. In badminton, if the server misses the shuttle it is considered a fault.
- 37. In swimming the front crawl, the arm should be bent at the elbow as it passes under the body.
- 38. In performing a regular handstand, the center of mass of the body is best placed directly over the head.
- 39. The national high school record for the indoor pole vault exceeds fourteen feet.
- 40. In the elementary backstroke, the hands should be at the side during the glide phase.

PART II. MULTIPLE CHOICE

Directions: Mark your answer on the answer sheet on the corresponding space. Mark clearly within the marking space. There is one correct answer for each statement.

- 41. The official height of the badminton net at the posts is:
 - A. 5 feet and 1 inch
 - B. 5 feet
 - C. 5 feet and 6 inches
- 42. In performing a backward roll from the sitting position, the fingers of each hand should be placed on the mat:
 - A. pointing at right angles to the direction of the roll
 - B. pointing opposite the direction of the roll
 - C. pointing in a line with the direction of the roll
- 43. Terms usually linked to the bow in the archery are:
 - A. handle and belly
 - B. hen feathers and shaft
 - C. pile and string

44. A back somersault to a hand catch is more apt to be performed on the:
- horizontal bar
 - parallel bar
 - still rings
45. In wrestling five points are scored for a:
- predicament
 - fall or default
 - reversal
46. In performing a handstand the center-line-of-gravity should be placed:
- within the area forming the base
 - about three inches forward of the area forming the base
 - about three inches rearward of the area forming the base
47. Reverse seizers are most apt to be performed on the:
- horizontal bar
 - side horse
 - parallel bars
48. The gold bulls-eye in target archery, if hit, scores:
- 2 points
 - 7 points
 - 5 points
49. The dimensions of a regulation badminton court are:
- 60' x 30'
 - 34' x 24'
 - 44' x 20'
50. In performing a back somersault on the mat, the feet at take-off exert the most force:
- forward and down
 - backward and down
 - directly downward

III. RHYTHMS

TRUE - FALSE

Directions: Some of the following statements are true and some false. Use your best judgement concerning each and mark an A for true and B for false on the answer sheet. Mark clearly within marking space.

- 51. The basic styling of motion in the Cha Cha has a light bouncy quality.

- 52. The lady to the gentleman's left is the "Corner Lady" in square dancing.
- 53. A girl dancer can get along quite well in performing unfamiliar dance steps if her male partner knows the correct movements.
- 54. The rhythm of the Tango music is similar to that of the Fox Trot, but is usually played with a more rapid cadence.
- 55. In the Eastern Square Dance a "do-si-do" is accompanied by the words "partner" or "corner" where such additional words are not necessary in the Western Square Dance.
- 56. In practicing dance steps, it is considered harmful to the learning experience for one to work alone.
- 57. The basic Walking Step is performed by taking two or more steps to each beat of music.
- 58. When compared to the Waltz, it is easy to see why the Fox Trot is considered as the foundation of all ballroom dancing.
- 59. A good Cha Cha dancer uses Rumba motion in all of the steps.
- 60. A sashay is a step-slide to the side with feet close to the floor and is usually performed four times.
- 61. The Forearm Swing differs from the Elbow Swing in that the latter should be used only between men dancers.
- 62. The Tango dance pattern is similar to that of the Fox Trot pattern, but is usually performed more sustained.
- 63. A polka is performed to three-four time.
- 64. In Western square dancing it is not proper to call a gentleman's partner a "lady".
- 65. When at "down" in square dancing, a boy always keeps his girl partner to his left.
- 66. A schottische is performed to two-four time and is slower than a polka.
- 67. A Lindrille term describing a series of short sliding steps to the side is "Sashay".
- 68. The original Tango as danced in Argentina is more complex than the American version.

- ___ 69. **Concentration on steps while dancing tends to make one a better dancer.**
- ___ 70. **Folks steps consist of a hop, step, close, step.**
- ___ 71. **In social dancing, the girl should always start off with the right foot.**
- ___ 72. **In the Eastern Square Dance, five different swings are used, one of which is the Waltz swing.**
- ___ 73. **While the Waltz or Fox Trot is danced by placing the weight of the body on each step, the Humbo differs in that one step is taken without placing the weight on the step.**
- ___ 74. **In a promenade the couples always move counter-clockwise.**
- ___ 75. **A right-hand star is performed when four dancers join hands in the center of the circle and walk around eight counts clockwise.**

IV. BODY MECHANICS AND BASIC EXERCISES

PART I. TRUE - FALSE

Directions: Some of the following statements are true and some false. Use your best judgement concerning each and mark an A for true and B for false on the answer sheet. Mark clearly within marking space.

- ___ 76. **A good exercise for the serratus anterior muscle is a series of movements which raises and lowers the heels when in standing position.**
- ___ 77. **It is an unwise procedure to strengthen the muscles which are on the strong side of the deformity.**
- ___ 78. **Physiologically speaking, a person may voluntarily exercise a muscle until absolute fatigue results.**
- ___ 79. **An abnormal convex curve of the upper vertebral spine is called scoliosis.**
- ___ 80. **A quadriplegic refers to one who has suffered paralysis of the quadriceps.**
- ___ 81. **The specialist dealing with bone deformities is called an Orthodontist.**

- 82. When weakened muscle is to be strengthened, specific exercise for that muscle is better than a program of general muscle action.
- 83. It is possible for one to pronate the hand even if the pronator teres has lost its function.
- 84. In order to strengthen a weak muscle, exercise should be given until that muscle is fatigued.
- 85. Insulation of fat tissue surrounding muscle tissue makes the electrical stimulation of such tissue quite difficult.
- 86. Exercise, especially for bed-ridden patients, is of great benefit to one's physical condition.
- 87. Muscle atrophy is brought about by intelligent use of exercises.
- 88. Youngsters who show evidence of having weak abdominal muscles, should be exercised carefully—as in chinning—in order to prevent hernias.
- 89. When atrophy of muscle occurs it increases in size.
- 90. A good exercise for Hallux Valgus would be one that stretched the ~~rhomboid~~ muscles.

PART II. MULTIPLE CHOICE

Directions: Mark your answer on the answer sheet on the corresponding space. Mark clearly within the marking space. There is one correct answer for each statement.

- 91. A child suffering some deviation difficulty of the vertebral spine would be better served if he were treated by a:
 - A. Ophthalmologist
 - B. Orthopedist
 - C. Chiropractor
- 92. The term "~~Osgood-Schlatter~~ disease" is one associated with:
 - A. The tibial tuberosity
 - B. The radial tuberosity
 - C. The cervical vertebrae
- 93. For structural postural defects one might correctly expect the proper treatment to be:
 - A. surgical intervention
 - B. practice of remedial exercises
 - C. change of diet to more meat

94. Muscle tone, besides being an asset to good physical appearance aids muscles in causing them to:
- A. increase in size and strength
 - B. act more smoothly and quickly
 - C. produce greater strength per unit of cross-section
95. The term "Torticollis", is a postural fault more commonly known as:
- A. torsion of the upper spine
 - B. twisted femur
 - C. wryneck
96. The so-called "kicking" muscle is the:
- A. iliopsoas femoris
 - B. quadratus femoris
 - C. rectus femoris
97. A test used to check scoliosis requires the student to assume a bending forward position as his back is toward the examiner. This test is best known as:
- A. The McCloy Test
 - B. The Adams Test
 - C. The Scel Test
98. A term describing an abnormal immobility and consolidation of a joint is:
- A. ankylosis
 - B. bursitis
 - C. athetosis
99. Which of the following muscles group would be of greatest benefit when performing a pushup:
- A. triceps and supinator
 - B. triceps and supinator
 - C. triceps and biceps
100. An example of a biarticular muscle, or a muscle that crosses two joints, is:
- A. gastrocnemius
 - B. vastus medialis
 - C. coracobrachialis

V. ORGANIZATION AND ADMINISTRATION

PART I. TRUE - FALSE

Directions: Some of the following statements are true and some false. Use your best judgement concerning each and mark an A for true and B for false on the answer sheet. Mark clearly within marking space.

- 101. One sound justification for charging admission to school-sponsored athletic contests is that the money can be used for purchasing class activity equipment.
- 102. A parent's written request for excusing a student from a series of activity class meetings should be on file before honoring the request.
- 103. The activity of marching has certain values that place it high on the list of activities that may be offered.
- 104. Evidence indicates that it is physiologically unsound to schedule activity classes immediately following a lunch period.
- 105. When classes are quite large some of the more skilled class members may be utilized to teach skills to the others.
- 106. A questionable procedure in grading is one where improvement in one's score or efforts is a factor.
- 107. The development of organic vigor may be found listed by some leaders as an objective for physical activity classes.
- 108. An instructor may well utilize free time and get needed routine office matters completed if his regularly scheduled activity class is well-organized and under the direction of good student leaders.
- 109. From the standpoint of learning, class activity should be devoted entirely to drill practices.
- 110. The activity of badminton contributes more to the physical objective than to the recreational objective.
- 111. There is some disagreement among physical educators as to the overall value of "carry-over" activities.
- 112. The teacher's objectives and those of the students always parallel each other.
- 113. For the most part, with efficiency of learning in mind, practice drills should approximate in speed and in type the game skills.

- ___ 114. A sound grading procedure does not incorporate the number of showers one takes or fails to take.
- ___ 115. The use of written tests in activity courses has no value.

PART II. MULTIPLE CHOICE

Directions: Mark your answer on the answer sheet on the corresponding space. Mark clearly within the marking space. There is one correct answer for each statement.

116. The first step in constructing a unit of activity would be:
- A. determining objectives
 - B. determining the philosophy
 - C. determining the aim
117. The unique contribution physical education has to make toward the total educative process is that it:
- A. offers instruction in matters of healthful living
 - B. offers learning experiences through physical activity
 - C. offers carry-over activities to adulthood
118. The best method of using audio-visual material for skill instruction on the floor is:
- A. film slides
 - B. motion pictures
 - C. play-back television
119. For most class purposes, the basketballs and softballs should be:
- A. leather covered
 - B. rubber covered
 - C. mixture of both types
120. A specific objective, as contrasted with a general objective, in physical education activity classes may be defined as:
- A. taking more time to accomplish
 - B. taking less time to accomplish
 - C. taking some time for each, but differing in description.
121. Drill practice on various skills should normally be taught:
- A. at the same speed as that used in the total game situation
 - B. at a slower speed than that of the total game situation
 - C. at a greater speed than that of the total game situation

122. In reference to time allotment, when placing skill instruction in the lesson plan, one should generally favor:
- massed time allotment
 - distributed time allotment
 - condensed time allotment
123. The formula most often used to determine the number of games necessary for round robin play is:
- $\frac{N(N-1)}{2}$
 - $\frac{N-1}{2}$
 - $\frac{N(N+1)}{2}$
124. In planning the instructional period for a class in softball or similar team sport, the time allotment for team play should most generally approximate:
- 15 - 15 percent
 - 30 - 40 percent
 - 80 - 90 percent
125. Among the essential parts in formulating a program in physical education, which one of the following should come first?
- specific objective
 - philosophy
 - aim

VI. HEALTH EDUCATION

PART I. TRUE - FALSE

Directions: Some of the following statements are true and some false. Use your best judgment concerning each and mark an 1 for true and 2 for false on the answer sheet. Mark clearly within marking space.

- ___ 126. The disease tuberculosis ranks in the first ten as killers of people of all ages.
- ___ 127. The cause of overweight in most cases is lack of exercise.
- ___ 128. Many studies have shown that on the average people who smoke live longer than do nonsmokers.
- ___ 129. It is best to consult a physician or chiropractor in instances of suspected bone dislocation.
- ___ 130. The beginning smoker often shows symptoms of nicotine poisoning.

- 131. A mouthwash is healthful because it helps kill germs in the mouth and throat.
- 132. If a person is tired and needs rest, he should resort to an artificial stimulation, such as coffee or tea.
- 133. There is evidence to indicate that flour made from fish can be introduced on the market for human consumption.
- 134. Mouthwashes bought commercially have little, if any, effect on ridding the mouth of germs.
- 135. A daily bowel movement is always necessary for good health.
- 136. Regular vigorous exercise increases a person's resistance to infectious disease.
- 137. A blind person has a keener sense of touch and hearing because the strength normally in the eyes has gone to other sense organs to make them more acute.
- 138. The use of lanolin restores the natural oils lost as a result of washing the hair.
- 139. Vitamin pills can take the place of natural foods in the diet.
- 140. From the standpoint of accidents as killers of all ages, the category of auto accidents is not rated first.

PART II. MULTIPLE CHOICE

Directions: Mark your answer on the answer sheet on the corresponding space. Mark clearly within the marking space. There is one correct answer for each statement.

- 141. A person best qualified to treat mental ailments is a:
 - A. physioatrist
 - B. physiologist
 - C. psychiatrist
- 142. From the standpoint of losing weight in extreme obesity, the better way of approaching the problem would be to:
 - A. diet sanely
 - B. weekly fasting
 - C. vigorous exercising

143. When an individual's body produces it's own antibodies, it is said to have:
- A. passive immunity
 - B. active immunity
 - C. relative immunity
144. A symptom less indicative as a sign of cancer is:
- A. chronic coughing
 - B. chronic pain of joints
 - C. unusual bleeding
145. The laboratory test designed for diagnosis of syphilis is:
- A. Schick
 - B. Wasserman
 - C. Dick
146. Alcohol is considered to be a:
- A. depressant
 - B. resistant
 - C. stimulant
147. Which of the following influences the speed with which body cells carry on metabolism?
- A. parathormone
 - B. thyroxine
 - C. cortisone
148. The most prominent vaccine used in the United States to combat the disease of poliomyelitis bears the name of:
- A. Sabin
 - B. Pasteur
 - C. Salk
149. A person properly qualified to treat injuries or diseases of the eye is called an:
- A. oculist
 - B. optometrist
 - C. optician
150. Which one of the following controls the amount of light that enters the eye?
- A. cornea
 - B. iris
 - C. pupil

VITA

Verlen D. Myers was born on January 13, 1938, in Metcalf, Illinois. He moved to Charleston, Illinois at the age of four, where he attended the Charleston public schools and graduated in 1956. Upon graduation he enrolled at Eastern Illinois University, Charleston, Illinois and received his Bachelor of Science in Education Degree in August, 1960. After graduation he served three years as an officer in the United States Marine Corps. In 1963 he accepted the head football coaching position at Georgetown High School, Georgetown, Illinois, and also taught industrial arts. After two years of teaching, he accepted a position with General Motors Corporation as a foreman and one year later accepted a similar position with Radio Corporation of America. In September of 1967, he returned to Eastern Illinois University as a graduate assistant with Charleston Senior High School in order to pursue his Master in Education Degree. During August of 1968, he received his Master of Science in Education Degree with a major in Physical Education. Upon graduation he accepted a teaching and coaching position at Shelbyville Community High School, Shelbyville, Illinois.